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| THE SANDERS DRAPER SCHOOL AND SPECIALIST SCIENCE COLLEGE: Art & Design | | | | | | | | | | | | | | |
| **UNIT No: 2** | **TERM: 2010-11** | | **PROJECT TITLE: Life and Death** | | | | | | **LENGTH: 15 hrs** | | | | **GROUP: Yr 8** | |
| **KNOWLEDGE and UNDERSTANDING**  **(with regard to providing effective learning opportunities for all pupils):**  Skills Area: Clay  Historical & Cultural Studies: Art of SOUTH AMERICA | | | | | | | | | **CURRICULUM OPPORTUNITIES**  **(for all pupils):** | | | | | |
| Line  Tone  Colour  Pattern  Texture  Shape  Form  Space | | ART  CRAFT  DESIGN  2D  3D  Individual work  Paired work  Group work | | | Drawing  Painting  Collage  Textiles  Digital Media/ICT  Sculpture  Printmaking  Ceramics |
| **YEAR 8 Schemes of Work**  **UNIT No: 1**  Skills Area: Drawing and Painting  Historical & Cultural Studies: Art of NORTH AMERICA  **UNIT No: 2**  Skills Area: Clay  Historical & Cultural Studies: Art of SOUTH AMERICA  **UNIT No: 3**  Skills Area: Textiles  Historical & Cultural Studies: Art of ASIA | | | | | | | | |
| **KEY CONCEPTS - Pupils should be taught about:** | | | | | | | | | | | | | | |
| **1.1 Creativity**   1. Producing imaginative images, artefacts and other outcomes that are both original and of value. 2. Exploring and experimenting with ideas, materials, tools and techniques. 3. Taking risks and learning from mistakes. | | **1.2 Competence**   1. Investigating, analysing, designing, making, reflecting and evaluating effectively. 2. Making informed choices about media, techniques and processes. | | | | **1.3 Cultural understanding**   1. Engaging with a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making. 2. Understanding the role of the artist, craftsperson and designer in a range of cultures, times and contexts. | | | | **1.4 Critical understanding**   1. Exploring visual, tactile and other sensory qualities of their own and others’ work. 2. Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed. 3. Developing their own views and expressing reasoned judgements. 4. Analysing and reflecting on work from diverse contexts | | | | |
| **KEY PROCESSES - Pupils should learn how to:** | | | | | | | | | | | | | | |
| **Explore and create**   1. develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources 2. investigate how to express and realise ideas using formal elements and the qualities of a range of media 3. make purposeful images and artefacts, selecting from a range of materials, techniques and processes 4. draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure 5. explore and develop ideas using sketchbooks, journals and other appropriate strategies. | | | | | | **Understand and evaluate**   1. use research and investigative skills appropriate to art, craft and design 2. appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts 3. reflect on and evaluate their own and others’ work, adapting and refining their own images and artefacts at all stages of the creative process 4. analyse, select and question critically, making reasoned choices when developing personal work 5. develop ideas and intentions when creating images and artefacts 6. organise and present their own material and information in appropriate forms. | | | | | | | | |
| **TEACHING ACTIVITY – *Make reference to the following KS4 Assessment Objectives when describing KS3 activities:***   1. Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding 2. Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes 3. Recording ideas, observations and insights relevant to intentions in visual and/or other forms 4. Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements | **STAGE No.1** | | | **STAGE No.2** | **STAGE No.3** | | **STAGE No.4** | **STAGE No.5** | | | | **STAGE No.6** | | |
| **KS4 ASS OBJ/S:**  **1, 3** | | | **KS4 ASS OBJ/S:**  **1, 3** | **KS4 ASS OBJ/S:**  **1, 2** | | **KS4 ASS OBJ/S:**  **2, 4** | **KS4 ASS OBJ/S:**  **2** | | | | **KS4 ASS OBJ/S:**  **4** | | |
| * Introduction: South America. * Title Page: Tree of Life | | | * Introduction Page: Mexican Day of the Dead – facts and drawings using coloured pencils. | * Design of Decorative Skull using Mexican Folk Art Patterns for inspiration. * Design of Tree of Life Candlestick using Mexican Modern Art for inspiration. | | * Preparation of clay for modelling. * Modelling of Skull/Candlestick and decorative pieces. | * Painting – colour-mixing and practice: Flat colour. * Painting – colour-mixing and practice: Tone and Texture. | | | | * Painting of Skull/Candlestick and decorative pieces. | | |
| **SUBJECT-SPECIFIC SKILLS** | Observational drawing skills. Historical and Cultural Studies – selection of relevant information. | | | Observational drawing skills.  Colour-mixing with coloured pencils. | Imaginative design work using the work of others and researched imagery for inspiration. | | Preparation and manipulation of Clay. Modelling skills and techniques. Knowledge and understanding of kiln-fired clay. | Colour-mixing and painting skills for the creation of a wide range of colours and textures. | | | | Use of Tempera paint to decorate Biscuit fired clay. | | |
| **USE OF ICT** |  | | |  |  | | <http://artpad.art.com/artpad/painter/> |  | | | | Digital photography and upload of images into Gallery on the Art Dept wikispace. | | |
| **LANGUAGE for LEARNING** | Observation, composition, research, style, inspiration. | | | Blending, Primary, Secondary, Tertiary, shading, colour theory, harmonies, warm colours, cool colours. | Observation, composition, research, style, inspiration, imagination, pattern, motif, decoration, ornamentation, adornment, symbolism. | | Clay, plasticity, elasticity, wedging, kneading, kiln, firing, clay body, slip, leather –hard, biscuit. | Tempera blocks, brushwork technique, brush-marks, texture, contrast, consistency, flat colour | | | |  | | |
| **Resources** | Sketchbooks, drawing equipment, coloured pencils. | | | Sketchbooks, drawing equipment, coloured pencils. | Photocopies of skull and tree of life, drawing equipment, coloured pencils, examples of Mexican Day of the Dead skulls and Mexican folk art candelabra, glue sticks, sketchbooks. | | Individual portions of clay, plastic bags, clay modelling tools, hollowing-out tools, toothbrushes, water pots. | Paints, painting equipment. | | | | Students’ work, paints, painting equipment. | | |
| **EVALUATION and ASSESSMENT (Pupil and Teacher)** | Observation and Drawing, Historical and Cultural studies assessment for and of learning using level descriptors | | | Observation and Drawing assessment for and of learning using level descriptors | Observation, Imagination and Drawing assessment for and of learning using level descriptors | | Clay assessment for and of learning using level descriptors | Painting assessment for and of learning using level descriptors | | | | Painting assessment for and of learning using level descriptors | | |
| **HOMEWORKS** | Photomontage of 10 images to represent Life and/or Good Luck | | | Photomontage of 10 images to represent Death and/or Bad Luck | Tourist Guide to the Mexican Day of the Dead (two homeworks). | | Skeletons doing everyday things in the style of Mexican Day of the Dead. | Seasonal changes – quartered page with each one to represent a season. | | | |  | | |
| **SUCCESS CRITERIA**  **Some pupils will not have made much progress and will have achieved:**  **Level 3** | **Pupils can use a few approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They develop some practical skills and use different materials and processes when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, making basic connections to the contexts in which the work was made. They discuss their own work and that of others and consider how they might improve their ideas, skills and processes.**  **DRAWING**  **Pupils can** use a pencil, charcoal, crayons, chalk pastels and oil pastels to draw with some control.  **They can** use different strengths and thicknesses of line.  **PAINTING**  **Pupils can** use a paintbrush with some control to make steady outlines and flat shapes.  **They can also** mix primary colours together to make secondary colours as well as some tertiary colours.  **CLAY**  **Pupils can** model simple shapes and forms in clay.  **They can also** add texture to the surface of their clay by making different marks.  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** research useful information about a topic by looking at books, CDRoms, the Internet and other sources.  **They can also** use tell others about what they have learnt. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Most pupils will have made progress and will have achieved:**  **Level 4** | **Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.**  **DRAWING**  **Pupils can** use different strengths of tonal shading to make the highlights, mid-tones and shadows that create the illusion of 3D form.  **They can also** make new colours by shading different ones on top of each other using a range of different drawing materials.  **PAINTING**  **Pupils** can use a paintbrush with control to paint different shapes without going over the outlines.  **CLAY**  **Pupils can** model forms in clay that feature extra shapes added to the surface.  **They can also** add textural effects by making different marks.  **IMAGINATION**  **Pupils can** come up with their own interesting and imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** use research from books, CDRoms, the Internet and other sources to talk and write about art, craft & design from different times and places.  **They can also** use a range of subject-specific keywords. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 5** | **Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.**  **DRAWING**  **Pupils can** mix a wide range of colours by shading different ones on top of each other using a range of different drawing materials.  **Pupils can** create a spectrum of different tonal values and follow contours with highlights, mid-tones and shadows to create 3D form, light effects and the illusion of space.  **PAINTING**  **Pupils** can use a paintbrush with control to paint a range of different shapes and details without going over the outlines.  **They** can mix a wide range of colours and follow contours with highlights, mid-tones and shadows to create 3D form, light effects and the illusion of space.  **CLAY**  **Pupils can** make detailed shapes and forms using clay. They have control with tools to make different marks in the clay’s surface and can smooth areas out well.  **They can** add clay pieces to the main body of my model for extra detail using score-and-slip and when these are fired in the kiln they don’t fall off.  **Pupils can** hollow out their 3D work and it does not lose it shape when they do so.  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas that are creative and original because they have thought carefully about want they want to express.  **They can** choose and use objects, people and places in the world around them for their artistic inspiration.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** choose the most relevant points from books, CD-ROMs, the Internet or other sources of research to help them when talking and writing about art, craft and design.  **They can** communicate facts, compare art, craft and design, and make useful comments about their own work and the work of others. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 6** | **Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work. They apply their technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements effectively. They interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts. They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.**  **DRAWING**  **Pupils can** use a wide range of drawing materials with confidence to communicate LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE.  **They can** mix a wide range of colours and use highlights, mid-tones and shadows to successfully create 3D form, light effects, mood and the illusion of depth in their work.  **They can also** use a range of marks to create texture.  **PAINTING**  **Pupils can** paint with confidence to communicate LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE.  **They can** mix a wide range of colours and use highlights, mid-tones and shadows to successfully create 3D form, light effects, mood and the illusion of depth in their work.  **Pupils can also** use a range of marks to create texture.  **CLAY**  **Pupils can** use a range of experimental modelling methods to successfully make complicated shapes and forms using clay. They have good control with tools to make a range of different marks in the clay’s surface and can smooth areas out well.  **They can** add clay pieces to the main body of their model for extra detail using score-and-slip and when these are fired in the kiln they don’t fall off.  **They can** hollow out their 3D work and it does not lose it shape when they do so.  **IMAGINATION**  **Pupils can** come up with imaginative ideas that are creative, exciting and original because they have thought carefully about want they want to express.  **They can** gain artistic inspiration by exploring the world around them for support with their ideas and experiments.  **They can** develop their different designs by making decisions about their work as they go along  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** investigate chosen topics by using books, CD-ROMs, the Internet and other sources of research to develop their wider CONTEXTUAL knowledge of art, craft and design.  **They can** compare art, craft and design from different times and places using information and HYPOTHESIS.  **They can** make critical judgements about their own work and the work of others. | | | | | | | | | | | | | |